Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at http://about.jstor.org/participate-jstor/individuals/early-journal-content.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

NOTES AND NEWS.

At the ninth annual meeting of the Central Association of Science and Mathematics Teachers, a committee appointed the year preceding made an extended report on the securing of real, applied problems in algebra and geometry suitable for use in secondary schools. A large number of teachers had contributed problems during the year and these had been printed in *School Science and Mathematics.* It was pointed out, however, that in many such problems the technical information necessary made them unsuitable for young students, and even problems which might be understood by boys would, in most cases, be little adapted to girls. For this reason most technical problems drawn from carpentry, masonry, machine shops, etc., are of doubtful practical application in the schoolroom. But it was also pointed out that problems in geometry drawn from architecture, decorative and ornamental design are less technical in character and are equally well adapted to both boys and girls.

This question, of vital importance in secondary work, is also commanding attention in college courses and is materially affecting the character of college texts, especially in the calculus.

Another committee reported on the question of unified mathematics for secondary schools, a subject which is also of interest in respect to college mathematics. S.

BOOKS.

Descriptive Geometry. A Treatise from a Mathematical Standpoint, together with a Collection of Exercises and Practical Applications. By Victor T. Wilson, M. E., Professor of Drawing and Design, Michigan Agricultural College. 8vo, viii+237 pages, 140 figures. Cloth, $1.50 net. New York: John Wiley & Sons.

Descriptive geometry is essentially a mathematical subject. The application of its principles to the making of working drawings, however, and the modifications which are made to suit the contingencies of practice, have had a tendency to obscure this fact, and like other theoretical subjects it has suffered mutilation in the interest of short cuts to immediate practical uses. But does not technical education, after all, consist chiefly in an equipment of sound theory? It has been the author's purpose to refrain from any attempt to hold the student's interest by clothing a few principles with some immediate practical application, but instead, to present a sound theoretical treatment. How well he has succeeded he leaves others to judge.

The principles are herein formulated under theorems, as to plane and solid geometry; Illustrative problems are solved in accordance with these theorems and special constructions discussed. The plan of, at least, one well known text is followed of dividing all problems in two parts; the first of which is a statement of the geometrical principles and